

# *The Revised Tennessee Early Learning Developmental Standards for Four year-olds*

August 2012



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“Every child needs one person who is crazy about him (or her).” Uri Bronfenbrenner



### ***Opening Remarks...***

As Tennessee moves forward with the adoption of the Common Core State Standards for Reading/English Language Arts and Mathematics, it is imperative to revise and align the *TN Early Learning Developmental Standards* for four year olds with the Common Core State Standards. These revised standards provide a framework to support the work of teachers, care givers and families who plan and provide learning experiences for these children. When everyone is working from the same framework, all children have an opportunity to be successful and to enter school ready to learn for a lifetime. The Department of Education and others will continue to provide additional information and professional development to best support the implementation of these standards.

***August 2012***

### **Several key resources were considered in revising these standards:**

- Tennessee Early Learning Developmental Standards (2004)
- Early learning standards from other states
- Head Start Child Development and Early Learning Framework (2011)
- National Association for the Education of Young Children
- Common Core State Standards for Kindergarten

## Guiding Principles for the Revised Tennessee Early Learning Developmental Standards:

- ❖ **All children are capable of learning, achieving and making developmental progress.**
  - ❖ The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.
- ❖ **Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.**
  - ❖ Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.
- ❖ **Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.**
- ❖ **Children are active and eager learners.**
  - ❖ A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.
- ❖ **Development advances when children have opportunities to practice newly acquired skills as well as, when they experience a challenge just beyond the level of their present mastery (zone of proximal development).**
- ❖ **Early learning and development are multi-dimensional.**
  - ❖ Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.
- ❖ **Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children and adults in their immediate environment and greater community.**
- ❖ **Executive Function (or self regulation) is vital for children's growth and development and strongly correlates with positive academic outcomes.**
  - ❖ High quality early childhood experiences enhance and expand optimal brain development.
- ❖ **The family is the most significant contributor to children's lifelong learning and development.**
  - ❖ Engaging families in the early education of their children is essential to continuing children's success in the elementary classroom and later learning.

*"Alone we can do so little; together we can do so much." Helen Keller*

### The Revised TN Early Learning Developmental Standards provide:

A **resource** for guiding the design, selection and implementation of a high quality curriculum

A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards

A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges

A **framework of developmental milestones for all children** regardless of language, background, or diverse needs

A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school

A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members

A **template for planning professional development opportunities**



### **Note: The Revised TN Early Learning Developmental Standards are not...**

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials

## Commonly Used Common Core Verbs for Kindergarten & Pre-K

*Definitions from Wordsmyth.com—Children's Dictionary*

The following lists of verbs are found in the Four Year Old TN-ELDS, Kindergarten Common Core State Standards, or both. Understanding the meanings of these words will better support understanding of the Standards. The words have been identified and listed by the level of the thinking processes associated with Bloom's Taxonomy.

Bloom's Taxonomy:

Low--Remember & Understand (L)

Middle--Apply & Analyze (M)

High--Evaluate & Create (H)

### Listing of Verbs & Intended Meanings — *Four year-old Standards Only:*

**Aware or awareness of** – knowing or careful (L)

**Begin** – to do the first step in a process; start (L)

**Display** – to cause to be seen; show; to make known; disclose (L)

**Express** – to show or make known; to tell the thoughts or feelings (L)

**Initiate** – to cause to begin; start; originate (L)

**Observe** – to notice or see; to watch closely; make a careful observation (L)

**Recall** – to bring a past event into the mind; remember (L)

**Reproduce** – to make a copy of; to make or produce again (L)

**Select** – to choose; pick (L)

**Associate** – to connect with something else in one's mind (L / M)

**Develop** – to bring out the potential of; advance to a more complete or more effective condition; to gain strength (L / M)

**Expand** – to make larger or wider; to become larger or wider (L / M)

**Relate** – to tell the story of; to see or find connections between; link (L / M)

**Sustain** – to keep (something) going or existing (L / M)

**Progress** – forward movement toward an end; forward movement in time or space (M)

**React** - to act, or feel a certain way, in response to something (M/ H)

**Respond** – to answer or give a reply, in words or otherwise (M/ H)

**Create** – to bring into being; to cause, produce (H)

**Listing of Verbs & Intended Meanings — *Four Year-Old & Kindergarten Standards:***

**Count** – to list or name one by one in order (L)

**Define** – to explain or state the meaning of; to describe the nature of (L)

**Demonstrate** – to show evidence; to reveal; to show (L)

**Describe** – to tell or write about; create a picture of in words (L)

**Engage** – to get or use the service of; committed and involved (L)

**Explore** – to understand by carefully examining (L)

**Identify** – to figure out or show who someone is or what something is; to connect or associate (L)

**Participate** – to take part; share (usually followed by “in”) (L)

**Recognize** – to identify from an earlier experience; to understand (L)

**Understand** - to get the meaning, nature, or importance of (L)

**Categorize** – to arrange by categories; to describe or understand by assigning to a category (M)

**Classify** – to group or order in classes (M)

**Compare** – to note or describe the similarities or difference of; to bring together for the purpose of discovering similarities and differences (M)

**Contrast** – to compare in order to make differences clear; to show or reveal differences when compared (M)

**Distinguish** – to tell apart by seeing differences; to see or hear in a clear way (M)

**Retell** – to tell again, e.g., a story of account (M)

**Use** – to bring into service (M)

**Listing of Verbs & Intended Meanings — *Kindergarten Standards Only:***

**Record** – to put in writing, or some other form as evidence (L)

**Analyze** – to separate into parts for close study; examine and explain (M)

**Apply** – to make use of or put to use (M)

**Decompose** – to break down into component elements (M)

**Determine** – to conclude after studying or watching; to decide or settle finally and without question (M)

**Confirm** – to prove or show to be true; to make certain or definite (M / H)

**Represent** – to stand for or be a sign of; to show or picture in a work of art (M / H)

**Solve** – to find or figure out an answer to (M / H)

**Compose** – to create or write (H)

**Produce** - to bring into being; to make or manufacture (H)

# English Language Arts Instructional Shifts

1. Building knowledge through content-rich nonfiction and informational texts	<p>The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.</p> <p>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.</p>
2. Reading and writing grounded in evidence from text	<p>Shifting away from today's emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.</p> <p>Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</p>
3. Regular practice with complex text and its academic vocabulary	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity — and inextricably connected to reading comprehension — is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).</p>

Source: Student Achievement Partners

# Math Instructional Shifts

<p>1. Focus strongly where the Standards focus</p>	<p>Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.</p>
<p>2. Coherence: think across grades, and link to major topics within grades</p>	<p>Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</p> <p>Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems.</p>
<p>3. Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity.</p>	<p>Conceptual understanding: Teachers teach more than "how to get the answer" and support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.</p> <p>Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.</p> <p>Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.</p>

Source: Student Achievement Partners

## 'Unpacking' the ELA & Math Standards — Steps Toward Effective Implementation

1. Write the learning standard
2. Identify what the children need to know – (Knowledge / Concepts) – List the nouns and noun phrases
3. Identify what the children need to do – List the verbs and verb phrases
4. Connect each verb with Bloom's taxonomy –
  - a. Low: Remember and Understand
  - b. Middle : Apply and Analyze
  - c. High: Evaluate and Create
5. Consider...
  - a. The Sequencing of learning goals – what comes before or right after this skill?
  - b. Are there any vocabulary words which need to be identified or clarified?
  - c. What prior knowledge and skills are needed to master this learning goal?
6. Determine the 'I Can' statements – One for each – Laying a foundation, Mastery, and Going Beyond
7. Ideally, illustrate these statements for the learner

<b>Current TN-ELDS Four year-old Approaches to Learning Standards</b>	<b>Revised TN-ELDS Four year-old Approaches to Learning Standards (AL.PK)</b>
<b>With eagerness and curiosity actively engage in play as means of exploration &amp; learning</b>	<b>With eagerness and curiosity actively engage in play as means of exploration &amp; learning</b>
Shows some self direction	<b>AL.PK.1.</b> Independently interact with a variety of materials through multiple play activities
Shows some self direction	<b>AL.PK.2.</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination)
No current standard	<b>AL.PK.3.</b> Demonstrate an awareness of connection between prior and new knowledge
<b>Approach tasks and activities with flexibility and inventiveness</b>	<b>Approach tasks and activities with flexibility and inventiveness</b>
No current standard	<b>AL.PK.4.</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play
Shows an eagerness and curiosity as a learner	<b>AL.PK.5.</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)
Approaches tasks with flexibility and inventiveness	<b>AL.PK.6.</b> Demonstrate a willingness to engage in new experiences and activities
<b>Actively engage in problem solving</b>	<b>Actively engage in problem solving</b>
Approaches tasks with flexibility and inventiveness	<b>AL.PK.7.</b> Identify a problem and attempt multiple ways to solve it, with or without assistance
Attends to task and seeks help when encountering a problem	<b>AL.PK.8.</b> Demonstrate a willingness to collaborate with others to solve a problem
<b>Demonstrate Persistence</b>	<b>Demonstrate Persistence</b>
Attends to task and seeks help when encountering a problem	<b>AL.PK.9.</b> Maintain focus appropriate to completing task and/or learning activity
Attends to task and seeks help when encountering a problem	<b>AL.PK.10.</b> Seek assistance and/or information when needed to complete a task

Current TN-ELDS Four year-old Social and Emotional Standards	Revised TN-ELDS Four year-old Social Emotional Standards (SE.PK)
<b>Self Concept</b>	<b>Self Concept</b>
Discriminates individual, culture and community	<b>SE.PK.1.</b> Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.)
Discriminates individual, culture and community	<b>SE.PK.2.</b> Develop a basic awareness of self as an individual, self within the context of family and self within the context of community
Demonstrates self confidence	<b>SE.PK.3.</b> Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem
<b>Relationships with Adults</b>	<b>Relationship with Adults</b>
No current standard	<b>SE.PK.4.</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults)
Attends to task and seeks help when encountering a problem	<b>SE.PK.5.</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults
<b>Relationships with Peers</b>	<b>Relationship with Peers - develop positive relationships with peers</b>
No current standard	<b>SE.PK.6.</b> Initiate play and interact positively with another child or children
Participates in the group life of the class	<b>SE.PK.7.</b> Develop friendship skills (e.g., help, share, take turns, give compliments, etc.) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play
Shows empathy and caring for others	<b>SE.PK.8.</b> Show empathy and caring for others
<b>Regulate own responses to needs, feelings and events</b>	<b>Regulate own response to needs, feelings, and events</b>
Uses words and seeks adult help when needed to resolve conflicts	<b>SE.PK.9.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation
No current standard	<b>SE.PK.10.</b> Appropriately name types of emotions (e.g., happy, sad, frustrated, etc.) and associate them with different facial expressions, words, and behaviors
Shows empathy and caring for others	<b>SE.PK.11.</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait, etc.) with or without adult guidance and support
<b>Understand and follow rules and routines</b>	<b>Understand and follow rules and routines</b>
Follows simple classroom rules and routines and uses materials carefully; Begins to understand the reason for rules	<b>SE.PK.12.</b> Demonstrate an understanding of rules through actions and conversations
Follows simple classroom rules and routines and uses materials carefully	<b>SE.PK.13.</b> Engage easily in routine activities (e.g., large group, small group, center time, etc.)
Follows simple classroom rules and routines and uses materials carefully	<b>SE.PK.14.</b> Use materials purposefully, safely, and respectfully as set by group rules

<b>Kindergarten Common Core Reading Informational Text (K)</b>	<b>Revised TN-ELDS Four Year-old Reading Informational Text (PK)</b>	<b>Current TN-ELDS Four Year-old Early Literacy and Language Standards</b>
<b>Key Ideas and Detail</b>	<b>Key Ideas and Detail</b>	<b>Key Ideas and Detail</b>
<b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.	<b>RI.PK.1.</b> With guidance and support, ask and answer questions about informational text	Understands story events and overall theme, and conversations; Engages in dialogue; Asks many questions and responds correctly to many types of questions.
<b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.	<b>RI.PK.2.</b> With guidance and support, recall important facts from informational text	Understands story events and overall theme, and conversations; Can organize more events and more complex events in sequential order; Organizes major steps of an event or story in sequential order
<b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.PK.3.</b> With guidance and support, relate informational text to personal experience or other text	Understands events and overall theme, and conversations; Relates plot of story to self and own experiences.
<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>RI.PK.4.</b> Expand vocabulary by participating in discussions or answering questions, about unfamiliar words in informational text	Uses conventions of speech while expressing ideas
<b>RI.K.5.</b> Identify the front cover, back cover, and title page of a book.	<b>RI.PK.5.</b> Identify that the title of the book is found on the front cover	Shows good understanding of conventions of print
<b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>RI.PK.6.</b> With guidance and support, identify the role of the author and the illustrator	No current standard
<b>RI.K.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>RI.PK.7.</b> With guidance and support, use illustrations to describe characters, settings or predict events in the story	No current standard
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	<b>RI.PK.8.</b> (Begin in Kindergarten)	No current standard
<b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.PK.9.</b> With guidance and support, identify the similarities and differences between books on the same topic	Relates plot of story to self and own experiences
<b>Range of Reading and Text Complexity</b>	<b>Range of Reading and Text Complexity</b>	<b>Range of Reading and Text Complexity</b>
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<b>RI.PK.10.</b> Actively listen and participate in small and large group activities when informational text is read aloud or discussed	Routinely engages in purposeful reading and writing

<b>Kindergarten Common Core Reading Literature Standards (K)</b>	<b>Revised Four Year-old Reading Literature Standards (PK)</b>	<b>Current TN-ELDS Four Year-old Early Literacy and Language Standards</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Detail</b>	<b>Key Ideas and Detail</b>
<b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.	<b>RL.PK.1.</b> With guidance and support, ask, and answer questions about text read aloud	Understands story events and overall theme, and conversations; Asks many questions and responds correctly to many types of questions
<b>RL.K.2.</b> With guidance and support, retell familiar stories, including key details.	<b>RL.PK.2.</b> With guidance and support, recall important facts to retell a story in sequence	Uses language for a variety of purposes; Listens with understanding and interest to conversations, directions, music and a variety of reading material; Organizes major steps of an event or a story in sequential order
<b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RL.PK.3.</b> With guidance and support, identify major characters, settings, and events from a story or nursery rhyme	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary and sentence structure
<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<b>RL.K.4.</b> Ask and answer questions about unknown words in a text.	<b>RL.PK.4.</b> Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud	Engages in dialogue; Uses conventions of speech while expressing ideas
<b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).	<b>RL.PK.5.</b> With guidance and support, identify common text as a story book, nursery rhyme, or poem	No current standard
<b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>RL.PK.6.</b> With guidance and support identify the role of the author and the illustrator	No current standard
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>RL.PK.7.</b> With guidance and support, use illustrations to describe characters, settings, or predict events in the story	Organize major steps of an event or story in sequential order; Can organize more events and more complex events in sequential order
<b>RL.K.8.</b> (Not applicable to literature)	<b>RL.PK.8.</b> (not applicable to literature)	No current standard
<b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>RL.PK.9.</b> With guidance and support, relate the story to previous stories or one's life experiences	Relates plot of story to self and own experiences
<b>Range of Reading and Text Complexity</b>	<b>Range of Reading and Text Complexity</b>	<b>Range of Reading and Text Complexity</b>
<b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<b>RL.PK.10.</b> Actively listen and participate in small and large group activities when literature is read aloud or discussed	Relates plot to self and own experiences; Routinely engages in purposeful reading and writing;

<b>Kindergarten Common Core Reading Foundational Skills (K)</b>	<b>Revised Four Year-old Reading Foundational Skills (PK)</b>	<b>Current TN-ELDS Four Year-old Early Literacy and Language Standards</b>
<b>Print Concepts</b>	<b>Print Concepts</b>	<b>Print Concepts</b>
<b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.PK.1.</b> Demonstrate understanding of basic features of print	Understands concept of spoken and written word; Shows good understanding of conventions of print
<b>RF.K.1a.</b> Follow words from left to right, top to bottom, and page by page.	<b>RF.PK.1a.</b> Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back	Shows good understanding of conventions of print
<b>RF.K.1b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<b>RF.PK.1b.</b> Recognize spoken words can be written and read	Understands concept of spoken and written word and that alphabet letters have individual names
<b>RF.K.1c.</b> Understand that words are separated by spaces in print.	<b>RF.PK.1c.</b> With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence	Demonstrates good word awareness, calls attention to print in the environment, and recognizes common words
<b>RF.K.1d.</b> Recognize and name all upper- and lowercase letters of the alphabet	<b>RF.PK.1d.</b> Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters	Understands concept of spoken and written word and that alphabet letters have individual names; Begins to recognize letters; Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters
<b>Phonological Awareness</b>	<b>Phonological Awareness</b>	<b>Phonological Awareness</b>
<b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.PK.2.</b> Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes)	Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words; Develops increasing sense of syllable structure in oral words; Start to develop an awareness of beginning sounds in words
<b>RF.K.2a.</b> Recognize and produce rhyming words.	<b>RF.PK.2a.</b> Recognize rhyming words in spoken language	Produces rhyming words
<b>RF.K.2b.</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>RF.PK.2b.</b> With guidance and support, count and name the number of individual words in a spoken sentence	Develops increasing sense of syllable structure in oral words; Continues to increase awareness of the syllable structure of oral words
<b>RF.K.2c.</b> Blend and segment onsets and rimes of single-syllable spoken words.	<b>RF.PK.2c.</b> With guidance and support, count, pronounce, blend, and segment syllables in spoken words	Continues to increase awareness of the syllable structure of oral words
<b>RF.K.2d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)	Begin in Kindergarten or when individual child is ready	Starts to develop an awareness of beginning sounds in words
<b>RF.K.2e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>RF.PK.2e.</b> With guidance and support, identify whether or not two words begin with the same sound	Starts to develop an awareness of beginning sounds in words

Kindergarten Common Core Reading Foundational Skills (K)	Revised Four Year-old Reading Foundational Skills (PK)	Current TN-ELDS Four Year-old Early Literacy and Language Standards
Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition
<b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.PK.3.</b> Demonstrate word awareness by identifying familiar words in books and environment	Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words;
<b>RF.K.3a.</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<b>RF.PK.3a.</b> Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words	Starts to develop an awareness of beginning sounds in words
<b>RF.K.3b.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<b>RF.PK.3b.</b> (Begin in Kindergarten or when individual child is ready)	Starts to develop an awareness of beginning sounds in words
<b>RF.K.3c.</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<b>RF.PK.3c.</b> Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.)	Demonstrates good word awareness, calls attention to print in the environment, and recognizes come common words
<b>RF.K.3d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>RF.PK.3d.</b> With guidance and support, distinguish between words with the same and different first letter sounds	No current standard
Fluency	Fluency	Fluency
<b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.	<b>RF.PK.4.</b> Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text	Shows good understanding of conventions of print; Routinely engages in purposeful reading and writing

<b>Kindergarten Common Core Writing Standards (K)</b>	<b>Revised Four Year-old Writing Standards (PK)</b>	<b>Current TN-ELDS Four Year-old Early Literacy and Language Standards</b>
<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>
<b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<b>W.PK.1.</b> With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text	Understands story and overall theme; Relates plot of story to self and own experiences; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Scribbles and paints; Routinely engages in purposeful reading and writing
<b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>W.PK.2.</b> With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic	Understands story and overall theme; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Scribbles and paints; Routinely engages in purposeful reading and writing
<b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>W.PK.3.</b> With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story	Can organize more events and more complex events in sequential order; Organizes major steps of an event or story in sequential order
<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
<b>W.K.4.</b> (Begins in grade 3)	<b>W.PK.4.</b> (Begin in Grade 3)	<b>W.PK.4.</b> (Begins in Grade 3)
<b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	<b>W.PK.5.</b> (Begin in Kindergarten or when individual child is ready)	Participates in the group life of the class; Demonstrates self confidence; Shows an eagerness and curiosity as a learner; Approaches tasks with flexibility and inventiveness
<b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.PK.6.</b> With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures	Uses strength to perform fine motor tasks; Uses eye-hand coordination to perform fine motor tasks; Participates in the group life of the class
<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>
<b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>W.PK.7.</b> With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	Understands story events and overall theme, and conversations; Shows interest in purposeful writing; Routinely engages in purposeful reading and writing
<b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.PK.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question	Understanding of story events and overall theme, and conversations;
<b>W.K.9.</b> (Begins in grade 4)	<b>W.PK.9.</b> (Begin in grade 4)	<b>W.PK.9.</b> (Begins in grade 4)
<b>W.K.10.</b> (Begins in grade 3)	<b>W.PK.10.</b> (Begin in grade 3)	<b>W.PK.10.</b> (Begins in grade 3)

Kindergarten Common Core Speaking & Listening Standards (K)	Revised Four Year-old Speaking and Listening Standards (PK)	Current TN-ELDS Four Year-old Early Literacy and Language Standards
Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration
<b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<b>SL.PK.1.</b> Participate in collaborative conversations with diverse partners during daily routines and play	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Understands story events and overall theme, and conversations; Engages in dialogue (conversation)
<b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>SL.PK.1a.</b> Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer)	Participates in conversations
<b>SL.K.1.b</b> Continue a conversation through multiple exchanges.	<b>SL.PK.1b.</b> Engage in a conversation, striving for five exchanges	Participates in conversations
<b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>SL.PK.2.</b> Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests)	Engages in Dialogue
<b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>SL.PK.3.</b> Ask and answer questions in order to seek help, get information, or clarify something which is not understood	Asks many questions and responds correctly to many types of questions
Presentation of Knowledge & Ideas	Presentation of Knowledge & Ideas	Presentation of Knowledge & Ideas
<b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>SL.PK.4.</b> Participate in conversations to tell or talk about familiar people, places, things and events and, with prompting and support add additional details	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Uses language for a variety of purposes; Organizes major steps of an event or story in sequential order
<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>SL.PK.5.</b> Create representations of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials, etc.) and explain them to others	Scribbles and paints
<b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>SL.PK.6.</b> Speak clearly and audibly to express thoughts, feelings, and ideas. <b>SL.PK.6a.</b> EL students use home language as well as English language through prompting and support	Speaks clearly enough to be understood; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas

Kindergarten Common Core Language Standards (K)	Revised Four Year-old Language Standards (PK)	Current TN-ELDS Four Year-old Early Literacy and Language Standards
Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
<b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.PK.1.</b> Through adult modeling, guidance and support, use complete sentences to express a thought or idea	Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Shows an interest in purposeful writing; Shows good understanding of conventions of print; Routinely engages in purposeful reading and writing
<b>L.K.1a.</b> Print many upper- and lowercase letters.	<b>L.PK.1a.</b> Print some upper and lowercase letters (letters may not be of conventional size or shape)	Discriminates likenesses and differences in symbols; Understands concept of spoken word and written word and that alphabet letters have individual names; Shows interest in purposeful writing; Begins to recognize letters; Begins to recognize frequently occurring uppercase and some most frequently occurring lowercase letters
<b>L.K.1b.</b> Use frequently occurring nouns and verbs.	<b>L.PK.1b.</b> Use frequently occurring nouns and verbs	Uses language for a variety of purposes; Uses conventions of speech while expressing ideas
<b>L.K.1c.</b> Form regular plural nouns orally by adding /s/ or /as/ (e.g., dog, dogs; wish, wishes).	<b>L.PK.1c.</b> With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	Uses conventions of speech while expressing ideas
<b>L.K.1d.</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> )	<b>L.K.1d.</b> With guidance and support, understand and use question words (e.g., <i>who, what, where, when, why, how</i> )	Asks many questions and responds correctly to many types of questions
<b>L.K.1e.</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<b>L.PK.1e.</b> Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary
<b>L.K.1f.</b> Produce and expand complete sentences in shared language activities.	<b>L.PK.1f.</b> Participate in shared language activities and use increasingly complex and varied spoken vocabulary	Engages in dialogue; Uses an increasingly complex and varied spoken vocabulary and sentence structure; Uses conventions of speech while expressing ideas
<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.K.2.</b> Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing	Shows interest in purposeful writing; Shows good understanding of conventions of print
<b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	<b>L.PK.2a.</b> (Begin in Kindergarten)	Understands concept of spoken word and written word and that alphabet letters have individual names
<b>L.K.2b.</b> Recognize and name end punctuation.	<b>L.PK.2b.</b> (Begin in Kindergarten)	No current standard
<b>L.K.2c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b>L.PK.2c.</b> Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written	No current standard

Kindergarten Common Core Language Standards (K)	Revised Four Year-old Language Standards (PK)	Current TN-ELDS Four Year-old Early Literacy and Language Standards
<b>L.K.2d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>L.PK.2d.</b> With prompting and support, use invented spelling when writing	Develops increasing sense of syllable structure in oral words; Produces rhyming words; Continues to increase awareness of the syllable structure of oral words
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>
<b>L.K.3.</b> (Begins in grade 2)	<b>L.PK.3.</b> (Begin in grade 2)	<b>L.PK.3.</b> (Begins in grade 2)
<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>
<b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<b>L.PK.4.</b> With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play	Uses conventions of speech while expressing ideas; Demonstrate good word awareness, calls attention to print in the environment, and recognizes common words
<b>L.K.4a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<b>L.PK.4a.</b> With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad)	Uses conventions of speech while expressing ideas
<b>L.K.4b.</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -full, -less) as a clue to the meaning of an unknown word.	<b>L.PK.4b.</b> (Begin in Kindergarten)	Uses conventions of speech while expressing ideas
<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	<b>L.PK.5.</b> With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary and sentence structure; Uses conventions of speech while expressing ideas
<b>L.K.5a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>L.PK.5a.</b> Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc)	Discriminates likenesses and differences in shapes and designs; Explores and begins to sort and classify objects
<b>L.K.5b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	<b>L.PK.5b.</b> Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Uses language for a variety of purposes
<b>L.K.5c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>L.PK.5c.</b> Apply words learned in classroom activities to real-life examples (e.g., name places in school which are fun, quiet, or noisy)	Uses language for a variety of purposes
<b>L.K.5d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.	<b>L.PK.5d.</b> With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)	Uses conventions of speech while expressing ideas
<b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>L.PK.6.</b> Use words and phrases acquired through conversations, listening to books read aloud, and play	Uses conventions of speech while expressing ideas

<b>Kindergarten CCSS Mathematics (K)</b>	<b>Revised TN-ELDS Four year-old Mathematics Standards (PK)</b>	<b>Current TN-ELDS Four year-old Mathematics Standards</b>
<b>Counting and Cardinality</b>	<b>Counting and Cardinality</b>	<b>Counting and Cardinality</b>
<b>Know number names and the count sequence</b>	<b>Know number names and counting sequence</b>	<b>Know number names and counting sequence</b>
<b>K.CC.1.</b> Count to 100 by ones and by tens.	<b>PK.CC.1.</b> Listen to and say the names of numbers in many contexts	Develops understanding of numbers and their association with objects
<b>K.CC.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>PK.CC.2.</b> Count forward in sequence from 1 - 20	Develops understanding of numbers and their association with objects
<b>K.CC.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<b>PK.CC.3.</b> Understand the relationships between numerals and quantities up to 10	Discriminates likenesses and differences in symbols
<b>Count to tell the number of objects</b>	<b>Count to tell the number of objects</b>	<b>Count to tell the number of objects</b>
<b>K.CC.4.</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>PK.CC.4.</b> Understand the relationship between numbers and quantities with concrete objects up to 10	Begins to identify and label objects using numbers
<b>K.CC.4a.</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>PK.CC.4a.</b> Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration	No current standard
<b>K.CC.4b.</b> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	<b>PK.CC.4b.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>K.CC.4c.</b> Understand that each successive number name refers to a quantity that is one larger.	<b>PK.CC.4c.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>K.CC.5.</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	<b>PK.CC.5.</b> With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration	Listens with understanding and interest; Uses conventions of speech while expressing ideas
<b>Compare numbers</b>	<b>Compare numbers</b>	<b>Compare numbers</b>
<b>K.CC.6.</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	<b>PK.CC.6.</b> Use comparative language, such as more/less than, equal to, to compare and describe collections of objects	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Explores and begins to sort and classify objects
<b>K.CC.7.</b> Compare two numbers between 1 and 10 presented as written numerals.	<b>PK.CC.7.</b> With guidance and support count and group objects by number to ten	No current standard

<b>Kindergarten CCSS Mathematics (K)</b>	<b>Revised TN-ELDS Four year-old Mathematics Standards (PK)</b>	<b>Current TN-ELDS Four year-old Mathematics Standards</b>
<b>Operations and Algebraic Thinking</b>	<b>Operations and Algebraic Thinking</b>	<b>Operations and Algebraic Thinking</b>
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b>	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away.</b>	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away.
<b>K.OA.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>PK.OA.1.</b> Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five	Begins to develop foundation for linking concepts and procedures with active experiences
<b>K.OA.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>PK.OA.2.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>K.OA.3.</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	<b>PK.OA.3.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>K.OA.4.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	<b>PK.OA.4.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>K.OA.5.</b> Fluently add and subtract within 5.	<b>PK.OA.5.</b> (Begin in Kindergarten or when individual child is ready)	No current standard
<b>Number and Operations in Base Ten (Begins in Kindergarten)</b>	<b>Number and Operations in Base Ten (Begins in Kindergarten)</b>	<b>Number and Operations in Base Ten (Begins in Kindergarten)</b>

Kindergarten CCSS Mathematics (K)	Revised TN-ELDS Four year-old Mathematics Standards (PK)	Current TN-ELDS Four year-old Mathematics Standards
Measurement and Data	Measurement and Data	Measurement and Data
<b>Describe and compare measurable attributes</b>	<b>Describe and compare measurable attributes</b>	Describe and compare measurable attributes
<b>K.MD.1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>PK.MD.1.</b> Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow)	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Begins to demonstrate understanding of time, length, weight, capacity, and temperature
<b>K.MD.2.</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>PK.MD.2.</b> Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Begins to demonstrate understanding of time, length, weight, capacity, and temperature
<b>Classify objects and count the number of objects in each category.</b>	<b>Classify object and count the number of objects in each category</b>	<b>Classify object and count the number of objects in each category.</b>
<b>K.MD.3.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 3.	<b>PK.MD.3.</b> Sort, categorize, and classify objects by more than one attribute	Explores and begins to sort and classify objects; Begins to identify and label objects using numbers; Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model

<b>Kindergarten CCSS Mathematics (K)</b>	<b>Revised TN-ELDS Four year-old Mathematics Standards (PK)</b>	<b>Current TN-ELDS Four year-old Mathematics Standards</b>
<b>Geometry</b>	<b>Geometry</b>	<b>Geometry</b>
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<b>K.G.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>PK.G.1.</b> Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart)	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Becomes aware of personal space during active exploration of physical environment
<b>K.G.2.</b> Correctly name shapes regardless of their orientations or overall size.	<b>PK.G.2.</b> Identify several basic shapes	Explores and recognizes the size, shape, and spatial arrangement of real objects
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<b>K.G.3.</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	<b>PK.G.3.</b> With guidance and support, explore two- and three-dimensional shapes	Further develops awareness of relationships of parts and wholes using more abstract figures
<b>Analyze, compare, create, and compose shapes.</b>	<b>Analyze, compare, create, and compose shapes</b>	<b>Analyze, compare, create, and compose shapes.</b>
<b>K.G.4.</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	<b>PK.G.4.</b> With guidance and support, compare and contrast two- and three- dimensional shapes of different sizes describing the way they are the same or different	Listens with understanding and interest; Uses conventions of speech while expressing ideas
<b>K.G.5.</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>PK.G.5.</b> Identify shapes in the real world environment	Further develops awareness of relationships of parts and wholes using more abstract figures; Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model
<b>K.G.6.</b> Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<b>PK.G.6.</b> With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together make a rectangle)	Approaches tasks with flexibility and inventiveness

Current TN-ELDS Four year-old Science Standards	Revised TN-ELDS Four year-old Science Standards (S.PK)
<b>Scientific Thinking</b> - Ask questions & make predictions based on observations through active engagement with materials	<b>Scientific Thinking --</b> Ask questions & make predictions based on observations through active engagement with materials
No current standards	<b>S.PK.1.</b> Use senses to gather, explore, and interpret information
No current standards	<b>S.PK.2.</b> Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world
No current standards	<b>S.PK.3.</b> Record and organize data using graphs, charts, science journals, etc to communicate conclusions regarding experiments and explorations
<b>Earth &amp; Space</b> - Observe and describe characteristics of earth and space	<b>Earth &amp; Space --</b> Observe and describe characteristics of earth and space
Recognizes a variety of earth materials by their observable properties (rock, sand, dirt); Classifies elements by their elements	<b>S.PK.4.</b> Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals, etc.)
Recognizes that objects have observable properties that can change over time and under different conditions	<b>S.PK.5.</b> Demonstrate awareness that physical properties can change over time and under different conditions
Recognize that the sun gives us light; Recognizes the concept of day and night	<b>S.PK.6.</b> Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds and the impact it has on the weather and the seasons
<b>Living Things</b> - Observes and describe characteristics of living things	<b>Living Things --</b> Observe and describe characteristics of living things
Recognize that living things are made up of parts	<b>S.PK.7.</b> Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears, etc.)
Recognizes that living things live in different environments	<b>S.PK.8.</b> Observe, describe, and compare the habitats of plants and animals
<b>Physical Properties</b> - Acquires knowledge about the physical properties of the world	<b>Physical Properties --</b> Acquire knowledge about the physical properties of the world
Classify materials by their elements	<b>S.PK.9.</b> Describe, compare, and categorize objects based on their observable properties
No current standards	<b>S.PK.10.</b> Investigate common interactions between matter and energy (e.g., butter melting in cooking activities, peanuts becoming peanut butter)
Recognize that sound is produced when two objects collide	<b>S.PK.11.</b> Describe and compare the effects of common forces (pushing and pulling) on objects, (i.e. gravity, magnetism, and mechanical forces)
<b>Tools &amp; Technology</b>	<b>Tools &amp; Technology</b>
No current standards	<b>S.PK.12.</b> Use simple tools for investigation of the home, classroom and other familiar places

<b>Current TN-ELDS Four year-old Social Studies Standards</b>	<b>Revised TN-ELDS Four year-old Social Studies Standards (SS.PK)</b>
<b><i>History</i></b>	<b><i>History</i></b>
Begins to categorize time intervals; Recognizes changes in the environment	<b>SS.PK.1.</b> Develop an understanding of how people and things change over time
Identifies common events and routines; Begins to categorize time intervals	<b>SS.PK.2.</b> Demonstrate awareness of different cultures through exploration of customs and traditions, past and present
No current standard	<b>SS.PK.3.</b> Demonstrate an interest in current events which relate to family, culture, and community
<b><i>Civics, Citizenship and Government</i></b>	<b><i>Civics, Citizenship, and Government</i></b>
No current standard	<b>SS.PK.4.</b> Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community
Develops growing awareness of jobs and what is required to perform them	<b>SS.PK.5.</b> Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes)
<b><i>Economics</i></b>	<b><i>Economics</i></b>
Begins to understand the concept of money	<b>SS.PK.6.</b> Demonstrate an understanding that money is needed in exchange for some goods and services
Begins to understand the concept of money	<b>SS.PK.7.</b> Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards)
<b><i>Career Development</i></b>	<b><i>Career Development</i></b>
Begins to understand what services the community workers provide	<b>SS.PK.8.</b> Develop awareness about a wide variety of careers and work environments

Current TN-ELDS Four year-old Creative Arts Standards	Revised TN-ELDS Four year-old Creative Arts Standards (CA.PK)
<b>Visual Arts</b> -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts	<b>Visual Arts</b> -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts
Uses a variety of art materials for tactile experience and exploration	<b>CA.PK.1.</b> Experiment with a variety of mediums and art materials for tactile experience and exploration
Scribbles and Paints	<b>CA.PK.2.</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique
Responds to artistic creations or events	<b>CA.PK.3.</b> Respond and react to visual arts created by self and others
<b>Music</b> -- Express self by engaging in musical activities	<b>Music</b> -- Express self by engaging in musical activities
Responds to sounds	<b>CA.PK.4.</b> Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing
Responds to sounds; Uses sounds	<b>CA.PK.5.</b> Create sounds using voice, traditional instruments and/or non-traditional instruments
<b>Creative Movement &amp; Dance</b>	<b>Creative Movement &amp; Dance</b>
Controls body to participate in creative movement and drama	<b>CA.PK.6.</b> Express feelings of what is felt and heard through dance or creative movement
Controls body to participate in creative movement and drama	<b>CA.PK.7.</b> Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props', etc.)
<b>Theatre / Dramatic Play</b>	<b>Theatre / Dramatic Play</b>
Begins to purposefully act on the environment	<b>CA.PK.8.</b> Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences
No current standard	<b>CA.PK.9.</b> Respond and react to theatre and drama presentations
<b>Cultural Differences</b>	<b>Cultural Differences</b>
No current standard	<b>CA.PK.10.</b> Participate in artistic activities (music and dance) representing different cultures

Current TN-ELDS Four year-old Physical Development Standards	Revised TN-ELDS Four year-old Physical Development Standards (PD.PK)
<b>Sensorimotor</b> -- using senses to assist & guide learning; using sensory information to plan & carry out movements	<b>Sensorimotor</b> -- use senses to assist & guide learning; using sensory information to plan & carry out movements
Recognizes that people use their five senses to explore their environment	<b>PD.PK.1.</b> Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment
No current standard	<b>PD.PK.2.</b> Demonstrate awareness of spatial boundaries and the ability to work and move within them
<b>Gross Motor</b> -- demonstrating coordination and control of large muscles	<b>Gross Motor</b> -- demonstrate coordination and control of large muscles
Moves with balance and control to perform simple, large motor movements	<b>PD.PK.3.</b> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping)
Coordinates movements to perform more complex tasks	<b>PD.PK.4.</b> Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology)
<b>Fine Motor</b> -- demonstrating eye-hand coordination and dexterity needed to manipulate objects	<b>Fine Motor</b> -- demonstrate eye-hand coordination and dexterity needed to manipulate objects
Uses strength and control to perform simple fine motor tasks	<b>PD.PK.5.</b> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools)
Uses hand-eye coordination to perform fine motor tasks	<b>PD.PK.6.</b> Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)
<b>Personal Health &amp; Safety</b> -- Physical Health & Well-Being	<b>Personal Health &amp; Safety</b> -- Physical Health & Well-Being
Performs some self-help skills independently	<b>PD.PK.7.</b> Demonstrate personal care and hygiene skills
Follows basic health and safety rules	<b>PD.PK.8.</b> Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise)
Follows basic health and safety rules	<b>PD.PK.9.</b> Demonstrate awareness and understanding of safety rules